

# TRAIN PD @TCALL



## Bringing it Back to the New Normal Fall Institute, 2021

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## **Pre-Assessment Activity:**

**Zoom**

**Participants:**

**Answer the  
questions on the  
poll!**

## **Face-to-face Participants:**

You will be handed a QR code with a name on it.

- You will see your name on the list on the overhead.
- You will notice each side of the card has a letter.
- Once you see a question on the screen, hold your card up with the answer **on the top**.

# Objectives:

- ✓ Apply skills learned in remote instruction to face to face instruction.
- ✓ Integrate digital tools used in remote instruction into face to face instruction.



# Bringing it Back with **Digital** **Polling Tools**



# Best Strategies & Practices for Bringing Digital Polling Tools to Your Face-to-Face Class

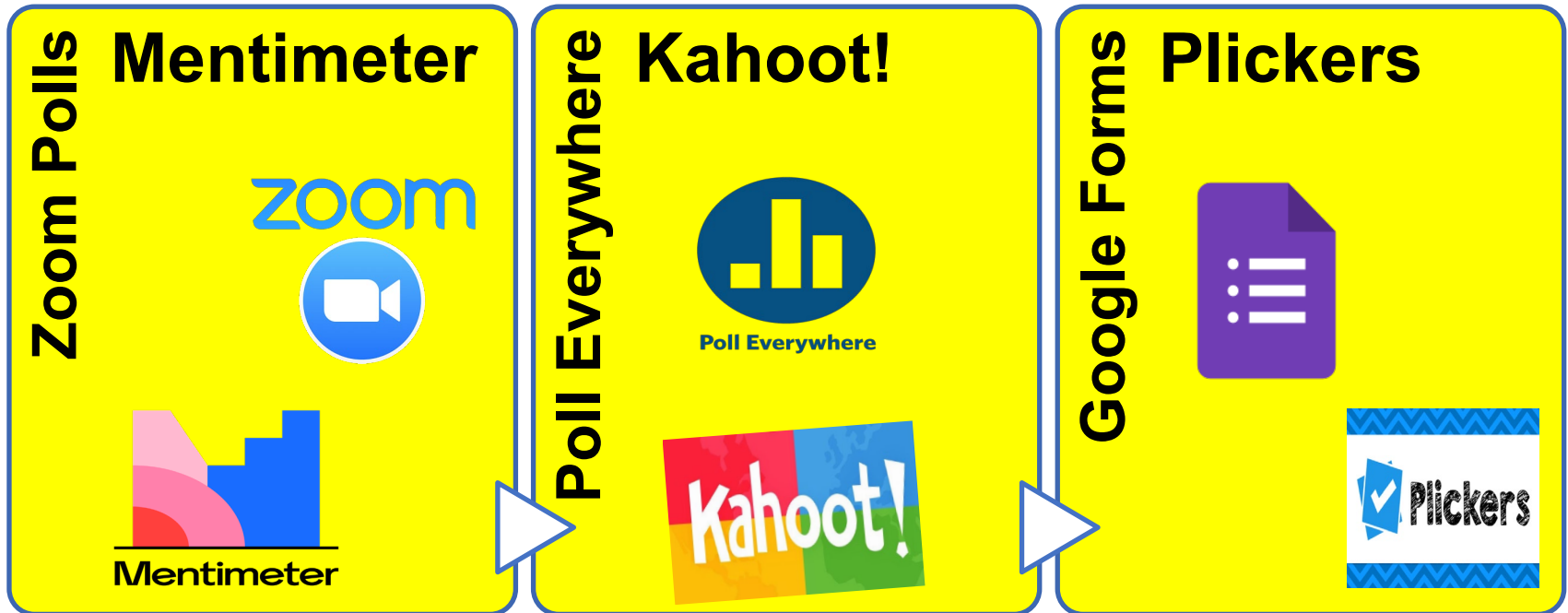
## Student Engagement

- ✓ Icebreakers
- ✓ Brainstorming ideas
- ✓ Collaborative activities
- ✓ Activate prior knowledge
- ✓ Interest inventory & polls

## Formative Assessment

- ✓ Pre-assessment
- ✓ Knowledge check
- ✓ Class activity
- ✓ Post-assessment
- ✓ Group work

# Bring Digital Polling Tools Back to Your Face-to-Face Class



# Integration Example:



# How it Works

Each student is given a card with a unique code on it.





# The Plickers QR Code

The diagram shows a large black QR code on a white background, labeled "version 1". The code is composed of small black squares. Four callouts point to specific parts of the code: "A" points to the left edge, "B" points to the top edge, "C" points to the right edge, and "D" points to the bottom edge. A purple circle highlights the number "1" in the top right corner. The code is surrounded by a blue border.

Each side has a letter

Each code is unique and the letters are small so students cannot copy off one another

Codes can be printed for free or purchased matte-laminated on Amazon for \$20

Each code is numbered & can be assigned to students

Codes can be printed in different sizes; larger sizes work best with larger groups

# Students View

A question appears on the overhead.

The screenshot shows a 'LIVE Training' interface. At the top, there is a 'LIVE Training' header with a 'Student List' button and 'Display Options' (minimize and close icons). Below the header, the main content area displays a question: 'How do you think it is licensed??' which is circled in red. To the right of the question is a logo for 'TV 411'. Below the question are three multiple-choice options: A Free, not open; B Open (CC license); and C Free, account required. On the right side of the interface, there is a 'Show Graph' and 'Reveal Answer' button, and a table with two columns: 'Name' and 'Count'.

Name	Count
Atticus	Count
Dr.	Ebenezer
Eeyore	Frankenstein
Hester	Holly
Huckleberry	Ichabod
Jane	Jay
Jean	Katniss
Lolita	Long
Moby-Dick	Nancy
Nurse	Oliver
Pippi	Ponyboy
Ramona	Randall
Robinson	Scarlett
Sherlock	Tarzan

# What Students Do

Students hold  
cards so that  
their answer is  
on the top.



# What Teacher Does

The teacher scans the room with a device that has the Plickers app on it, and scans the room to capture student responses.



# Teacher sees

The teacher immediately sees which students are getting the correct and incorrect answers.



# Zoom Poll versus Plickers

**Same** concept,  
purpose, &  
objective

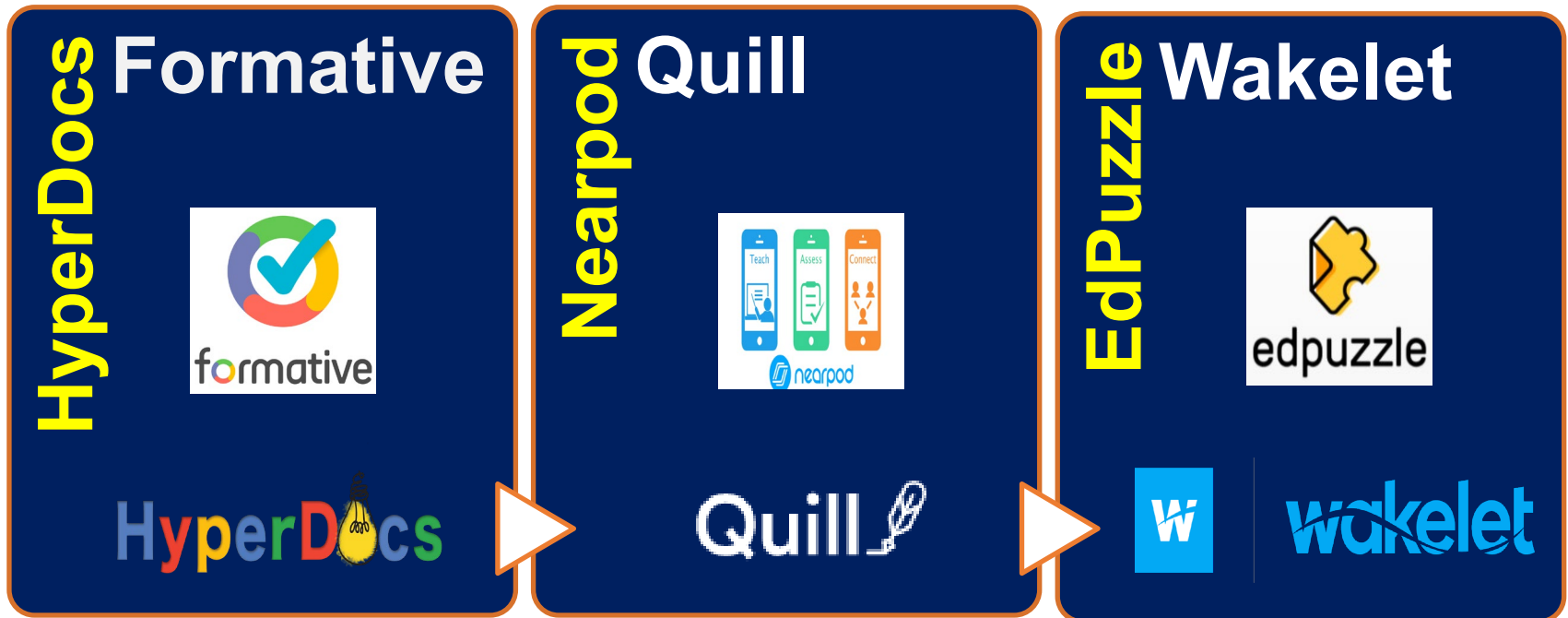
**Different** tool &  
environment



# Bringing it Back with Interactive, Digital Lessons & Tools



# Bring Interactive, Digital Lessons and Tools Back to Your Face-to-face class



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# Integration Example: HyperDocs

- A HyperDoc is " digital lesson with links to a variety of media on a given topic for students to consume information and include one or more opportunities for students to connect beyond the classroom, collaborate, create (or show what they know), share, reflect, and/or incorporate extension activities."
- **Or a simpler way to define it:**  
Interactive digital lessons that replace the worksheet & lecture method of delivering instruction.

# HyperDocs Example:

## Virtual Class

- Less student-centered
- More class activities
- Less focus on digital literacy skills
- Shorter lessons

## Face-to-Face Class

- More student-centered
- More independent activities
- More digital literacy skills developed
- More extensive lessons – could lead into units instead of lessons

# Virtual Instruction



Assign to students for independent practice.

Assign sections of HyperDoc for class activities.

Use a HyperDoc to guide your lesson during Zoom.

Assign AND use to guide your lessons.

# Best Practices for Virtual Learning



Choose activities that can easily be done online.

Choose technology tools that are mobile-friendly.

Test out the tools and activities with a colleague before class.

Do not overwhelm students with too many independent digital activities.

# Face-to-Face Instruction



Use for any type of class or level of student; adjustments will be needed to meet the needs of your students.

Synthesize group work, games, activities, etc. into the lesson.

Integrate lecture and/or modeling with the HyperDoc activities.

# Best Practices for Face-to-Face Instruction



Choose a variety of activity types (group work, kinetic activities, digital, etc.)

Utilize technology tools that are compatible with your technology.

Do not introduce too many new technology applications on a HyperDoc.

Create a HyperDoc that could be used in with or without an instructor.

# Bringing it Back with **Digital Assessment Tools**



# Bring Digital Assessment Tools Back to Your Face-to-face Class

**Formative** **Actively Learn**



**Padlet** **Answer Garden**



**Quizlet** **Quizizz**





# Best Strategies & Practices for Bringing Digital Assessment Tools to Your Face-to-Face Class



Go to [goformative.com](https://goformative.com)  
Join with Code: HT7FMB

# What did you learn?

Go to the website displayed and enter the code provided!



# Presenter Information



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